Building 10th Grade Students' Vocabulary through Reading the Newspaper at SMK 45 Lembang

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Abstract

Using newspaper either printed or online as a medium of English learning is a unique way to stimulate students' interest in reading since most of the students at this age have dropped their interest in reading resulting their lack of English vocabulary. The researcher decided to use the newspaper as a medium to build students' vocabulary. The researcher chose a group of participants from a group of 10th-grade students in SMK 45 Lembang, which are class XB and Class XE. The school gave these two classes as the samples because they believed each class has relatively equal knowledge and cognitive abilities. In this study, researchers randomly selected from the two classes to be used as a sample for the Control and Experimental Class. As a result, researchers found class XE as Control class and XB as the Experimental class. The study lasted for a full month, in which each class received different treatment. As a result, the Gain value of Experimental class is higher than the Control class. Moreover, based on the result of the data analysis with the Mann-Whitney U test method, it showed that there were significant differences in Students' Vocabulary growth, between Control class and Experimental class. Based on the calculation of Non-parametric Mann- Whitney U test, the gain data between Experimental Class and Control Class show the value of Asymp Sig. (0.000), Zα (0.05) and the value of Z (4.847). Z α (1.96). Therefore, the researcher can conclude that the method of using newspaper as a teaching material has a positive impact on the absorption and growth in students' vocabulary.

Keywords: vocabulary achievement, reading, newspaper

"Nowadays, the mastery of English competence is needed in facing the globalization era. That makes the Indonesian government need to make some efforts. One of them is by promoting English as a local content at elementary school, to start the proficiency of English from an early age. Therefore in Indonesia, English is viewed not only as an indispensable vehicle of access to scholarly disciplines but also as a medium for international communication, as mentioned by Katemba (2013). Further, "Indonesian students often experience problems when learning English, specifically vocabulary, because English differs from Bahasa Indonesia (the Indonesian language) in its structure, pronunciation, and vocabulary" (Katemba, 2019).

Today, there are many problems in education. The problems occur not only in terms of the government's limited funds to provide adequate facilities for the school and students, or the moral decline of students, which recently became widespread in media discussion due to the frequent fights among school students but also from what might not be considered necessary by most people which is the students' interest in reading, especially reading the English contents. This issue actually will have a considerable impact on the continuity of education.

One of the consequences of the reading problem it will decrease the student's interest in literary quality. The researcher argues is that it is impossible for someone who has no interest in reading, will have a good insight into education, which in the end will lead to poor quality of the paper to be produced, because a little insight will influence the content and scope of the writing itself, especially in English literature.

Furthermore, the researcher assumes the reason why the students have poor knowledge is due to their lack of vocabulary, thus hindered their interest in reading, and so this becomes the circular cause and effect.

As explained above, the lack of insight due to student disinterest in reading will result in a lack of quality writing they produced. The shortage of a writer's vocabularies often causes poor quality of the writing. For example, according to Time4writing.com that the researcher cited on November 18, 2012, depicts a writer as a mechanic. Besides, every proper mechanics should have a mailbox full of tools. Some tools are often frequently used more than others are, but of course, each of those tools has a specific purpose. It has the same idea as the chef who has a lot of menus and ingredients contained in the menu. Some ingredients are often used more than other ingredients, but each ingredient has a specific purpose, such as the use of chili intended to make the food spicier and people who eat it will be more excited.

In much the same way, writer or student has a "recipe." This "recipe" is continually increasing and filled with items like grammar, punctuation, and other things, especially vocabulary. Just as a good chef can choose the right ingredients to make a portion of food even more tasteful or delicious, a good writer needs to choose the right words to make their writing even more "tasteful." Moreover, one "recipe" that can "flavor" the writing is a strong vocabulary. Time4writing.com stated that people use either spoken or written words every single day to communicate ideas, thoughts, and emotions to those around them. Also, the most important thing to make them successful in conveying their ideas is the right way to use their vocabulary.

When students face a writing assignment, a "good" vocabulary is an essential tool. If they have several synonyms in their repertoire ("recipe"), they will be able to choose the best word for the job. For example, if students use a word like "stuff" or "things' when they write an essay, instead of accurately describes it, then their writing will become 'tasteless' or flat.

Here is an example: Poor: People do many things. Better: People perform multiple tasks.

That is why the researcher argues that they cannot have a good "recipe" if they do not have an interest in reading. One cause of the lack of student interest in reading is because they spend more time on other things that they consider more interesting to do. One of them is visiting social media sites like Facebook and Twitter. It is undeniable that there are also essential and actual information that these sites provide, but they usually

did not read it. Based on the data that the researcher gets from Ipsos survey on October 4, 2012, stated that there are 64 percent's habits of internet users aged 15-29 years in Indonesia, open or visiting the social media sites to chat with friends and update their status.

The researcher assumes that one way to build vocabulary is to get them interested in reading. One suitable medium for students to read is the newspaper, either the printed or online newspapers on the internet or what we now call e-Paper or electronic newspapers.

The reason why the researcher chose newspapers as a medium in order to captivate interest in reading for students and to build their vocabulary is that the newspapers have many advantages over printed books or textbooks. One of the advantages of newspapers over the printed book is the material/content from it are daily updated, while the printed books are usually revised every five years.

Moreover, newspapers serve us with all kinds of news. People can understand the newspaper because they have a general capability of a language. Anisha (2011) stated that it is quite possible to teach English is with the help of the newspaper.

We can use the language written by experts in the newspapers to teach and improve language, especially to build students vocabulary. According to Anisha (2011), teaching through newspapers is effective because they stimulate content learning and improve language skills. At this time, the newspaper has been used widely in many countries as one instrument in teaching the English language, as it is considered more economical and practical than textbooks and LKS (students' worksheet), which trigger high school students to be indolent in reading. Some education's articles in Indonesia have recently argued that the LKS triggered students to be lethargic in reading.

LKS is a summary of some of the lessons at the same time, also contents sheets questions that should be done by the students. In the research's opinion, the reason why LKS cause students to be slow to read a printed book is that LKS provides instant information that the students' needs in their lessons, thus making the students become accustomed to instant information and felt that was enough information for them to do the tasks given by the teachers, without the desire to understand the lesson deeper. This is one of the factors that cause a shallow understanding of the students in their lesson. Atmojo (2011), in his article, said that LKS reduce the thought ability of the students. Another article on Malang-Post.com also shows the same idea that LKS gives the student instant information without giving them a chance to evaluate and conclude the lesson by their own. It tenders the student just to memorize the lesson but not comprehend the lesson.

Back on the newspaper again, Anisha (2011) stated that newspapers are a flexible and adaptable learning resource that can be used effectively in almost all subject and any instructional situation.

Newspapers are much more current than course books as they make an excellent springboard for lessons, and they reargue different types of language (arrives, stories, problem-page letters, advertising, reports, weather forecasting, horoscopes, spiritual nuggets, reviews, and so on). It makes the newspaper has many advantages when compared to textbooks because the newspaper provided many up-to-date references. Moreover, there is always a place in newspaper columns to add interesting information

and replace the old columns of the newspaper with the new one in order to adjust the reader's desire.

Research Question

Based on the background that the researcher described, the researcher wishes to make a comparison between learning English by using regular methods and learning English by using the newspaper as a learning tool and material. Also, based on this conceptual background, the question can be formulated as follows:

Is there a significant improvement in student's vocabulary achievement after using newspaper as teaching material?

The question was examined by conducting a paired samples t-test. The research also compose of learning methods that used the newspaper as learning material to the fullest, and not just as reading material.

Purpose of the study

In general, the purpose of this research is to explore for more information on vocabulary mastery by using newspaper as teaching material in 10th grade students, in order to know precisely the extent of use off newspaper as teaching material can provide an improvement in student's vocabulary. This study primarily intended to identify the known vocabulary at grade 10 before using the newspaper as teaching material. Also, it analyzed the extent to which an increase in the vocabulary of Grade 10 students through newspaper used as teaching material.

Significance of the Study

Theoretically, this research is expected to contribute to the application of the theory of the use of newspapers as teaching materials, especially in learning English as a foreign language for Indonesian students. In this study also, it can be concluded that the use of newspapers as teaching materials, can provide benefits to the advancement of language, especially in English education.

In practical, the results of this study are expected to provide benefits to students, teachers, and researchers who discuss the same thing. This study benefits the following:

a. For Students: It is expected to help students learn vocabulary in a way that is good and fun through the newspaper.
b. For Teachers: the results of this study are expected to provide a better understanding of the advantages of learning vocabulary by using newspapers as teaching materials.
c. For the Schools: This research is expected to urge the schools to provide high-quality literature in schools, and to make a requirement for students to read at least the daily newspapers and at least two books in a semester.

d. For other Researchers: this study can be used as a reference in conducting other studies to get better at a different level of students to get a better result.

This study is expected to give inspiration for English teachers to encourage students to re-familiarize reading as a critical need, especially in improving the vocabulary of the students.

Scope and Delimitation

This study focuses on examining the impact of the 10th-grade students in reading the newspaper, as an instrument and learning English, especially for the development of their vocabulary by using the newspaper as a learning tool. The researcher examined the effects of 10th-grade students to read newspapers in grammar and other areas in learning the language.

Hypothesis

The hypothesis of the study is constructed as follow:

Null Hypothesis (Ho): *There is no significant improvement in student's vocabulary achievement after using newspaper as teaching material*
μ *Experimental class* $=$ μ *Control class*

Alternative Hypothesis (Ha): There is a significant improvement in student's vocabulary achievement after using newspaper as teaching material?

Methodology

This study was carried out with two groups of pre-test and post-test design. In this experimental research, the implementation of using newspaper as teaching material (independent variables) was monitor, and the impact of using newspaper as teaching material (dependent variables) was measure.

The vocabulary points in this research are the English Academic situation — the method of this study using the pre-test and post-test, where one sample was given treatment. A pre-test and post-test are designed to be different. The pre-test was used to measure and equalize the two group's prior knowledge while the post-test is used for developmental differences in the two groups after the experimental group was given treatment. The design of experiments is presented in the following table.

Table 1: Research design

Group	Pre-Test	Treatment	Post-Test
Experimnet	T1	X	T2
Control	T1	O	T2

Description:
X = Using Newspaper as teaching material
O = Not getting treatment (Normal class)
T = Test in the same proportion

Population and Sample

According to statistic Glossary, Population is the total of individual occupying an area or marketing up a whole. The population in this study was all students in grade 10 in Bandung Barat (West Bandung) and the sample was taken from SMK 45, Lembang in , which consists of 2 classes (84 students).

According to Statistic Glossary, Sample is a limited number of observations selected from a population on a systematic or random basis, which (upon mathematical) yield generalizations about the population, which means that sample is the entities or observations randomly selected to represent the behavior and characteristic of the entire group (batch, group, population, or universe) they are associated with or from which they are drawn.

Sampling in this study was done purposively and obtained samples of two classes, Class 10 B and 10 E. This was done so that students as sample are students who are taught by the same teacher in order to assure that both samples have the same level of knowledge and cognitive ability. Class XB was used as an experimental class that receives a treatment of newspaper, while class XE used as a control class that receives a conventional method.

The researcher conducted this study at SMK 45, Lembang- Bandung, Indonesia. The samples were selected from two classes of the 10^{th}-grade students, which is an experimental class that uses newspaper as teaching material and control class that use the traditional method. The experimental class got the treatment as usual twice a week, and every meeting met for an hour. The total hour for this study was 33 hours for both class.

Variables and Research Instruments

The variable in this study consists of the independent variable and dependent variable. The independent variable is the variable that affects or the cause. The independent variable in this study is a method of learning vocabulary by using the newspaper. The dependent variable is a variable that is a result of a cause. The dependent

variable in this study is the result of the learning outcomes by using newspaper as teaching materials.

The research instrument is a data collection tool that was used to get the data in the study. The instrument used in this study is a test of student learning outcomes in the form of Multiple-Choice and Matching-Point. Ten questions in Multiple-Choice and fifteen questions for Matching-Point test. One point in Multiple-Choice section for each question and two points in Matching-Point section, so the maximum score for the test is 40 points, and both the Pre-Test and Post-Test have the same number of questions, which is 25 numbers.

Each correct answer was given one score, and the incorrect answer was given zero scores.

The data was collected at the beginning (pre-test) before giving treatment and at the end of the study (post-test), after giving the treatment.

Data gathering procedures

Data collections in the study were done by:

Observation

The researcher conducted observations of taking student data from the school taken by selecting samples and population. These observations are in the form and number of students, the duration of student learning, who teaches at school, and facilities to support this research. The results of the observations are as the researcher expected, where there are adequate facilities such as LCD Projector and other learning tools that help the student to learn and absorb lessons maximally.

Testing procedures

The test is a series of questions or exercises and other tools used to measure skill, knowledge, intelligence, ability, or talent possessed by individuals groups (Arikunto, 2006).

Test methods used to obtain data on student learning outcomes in the experimental group and the control group, which carried out the Pretest and posttest. In giving the test to the sample, the researcher used two methods, the multiple-choice, and matching.

Pretest

In the Pretest step, the researcher has given 25 questions that consisting of 10 Multiple-choice questions and 15 Matching questions. Questions were taken from PTK (Classroom Action Research) Vocational Teachers that have been standardized as the purpose of the Pretest in order to know and measure both samples, and ensure that both groups have the same ability. The ascertainment of their capabilities and knowledge are intended to make sure that these two classes have homogeneity value.

Treatment

In this treatment, researchers used six methods gradually at each meeting for one month. Each method was applied intensively and in accordance with the curriculum to ensure that the two groups of samples get the same material but with different methods.

Below are six methods that are used as treatments to improve student vocabulary that was discussed previously.
a. Identification of nouns
b. Sports glossary
c. Look and Say
d. Words and advertisements
e. Daily puzzles
f. Comics and caricatures
Methods a, b, c, d, and e, are given /took 60 minutes and are matched with the current or current curriculum, while method f was given as homework.

Post-Test

At the end of the research, a posttest was given that consists of 10 Multiple-choice questions and 15 Matching-Point. The questions were retrieved from a standardized Questions Bank of 10th-grade level. The posttest was given in order to measure how well the students engross the lessons during the treatment. Also, the questions from the posttest have the same level of difficulty as the pretest.

Data analysis

In this study, the data was obtained from the experimental class and the control class after class of the data is obtained, then the steps taken are as follows:

a. Tabulating the data obtained
b. Finding the mean value of each class

Normality Test

In testing the normality of the data that has been collected, the researcher used the Shapiro-Wilk method. Shapiro-Wilk method uses a database that has not been processed in a frequency distribution table. The data has been sorted, and then divided into two groups to be converted in the Shapiro-Wilk. Transformation can also be continued in the Z value can be calculated for an area of the standard curve. Here is the formula:

$$T_3 = \frac{1}{D} [\sum_{i=1}^{k} a_i (X_{n-i+1} - X_i)]^2$$

Description:

= According to the formula below
= Coefficient of Shapiro Test
X 1 = The First number on the data

$D = \sum_{i=1}^{n}(X_i - X)^2$

Description:
Xi =The i number on the data, where,
X =Data Average

$G = b_n + c_n + 1n\left(\frac{T_3 - d_n}{1 - T_3}\right)$

Description:
G =Identical with Z value that normally distributed
T3 =According to the above formula
Bn, cn, dn =Conversion of Shapiro-Wilk that close to normally distributed

Gain Test (Improved learning outcomes)

According to Savinainen & Scott (in Subbagyo, 2006), a score of pre-test and post-test that shows mastery of concepts can be analyzed to determine the gain or improvement by using the formula:

$$\text{Normalized gain (g)} = \frac{posttest\ score - pretest\ score}{maximum\ score - pretest\ scores}$$

As has been describe earlier, the maximum score of the test is 40 points, so the

formulation of the Gain is as follow:

$$\text{Normalized gain (g)} = \frac{posttest\ score - pretest\ score}{40 - pretest\ scores}$$

Savinainen & Scott classifies gain as follows:

g = height: g>0.7; → g = Medium 0.7>g>0.3 → g = low:

g<0.3;

Hypothesis testing

The hypothesis to be tested is: Ho = μ1 = μ2 & Ha = μ1≠ μ2
Whereby:

μ1: average normalized gain experimental class student learning outcomes
μ2: average normalized gain control of a class of student learning outcomes
The statistic technique that was used to test this hypothesis is the analysis of the two-tailed test. The purpose of this test is to examine differences in the man values of two independent samples representing the two populations. Mann-Whitney U test was used on ordinal data (data in the form of rank). If the data is in the interval/ratio form, it needs to be changed first into the ordinal data form (rank). Actually, if the data in the form of ratio/interval and normally distributed, the researcher can use the independent sample t-test, but in this case, the assumption of the t-test was not met, because the data are not normally distributed, therefore, the researcher uses Mann-Whitney U test.

In general, the unpaired test is using unpaired Wilcoxon test, if the data to be processed are not eligible for the t-test or Wilcoxon unpaired f. The unpaired Wilcoxon test can also be approximated by the Z test (standard approach); this has been done by Mann and Whitney in 1947, Dodge (2013). This test method is known as the Mann-Whitney unpaired test, which seeks to approach the mean and standard deviation of the normal distribution (n1<n2) by the following formulas:

$$\mu = \frac{n1(n1+n2+1)}{2} \qquad \alpha = \sqrt{\frac{n1n2(n1+n2+1)}{12}} \qquad Z_H = \frac{T-\mu}{\alpha}$$

Whereby T is the number of the ranking of the first treatment) T1) or second treatment (T2). In between T1 and T2, there is a relationship of equality, namely:

T1 = n1(n1+n2+1)-T2
If Z<Zα=0.05), then Ho is accepted (P>0.05)
If Z>Zα=0.05), then Ho is rejected (P<0.05)

Ho (2006) stated that the Mann-Whitney U test is a nonparametric test that use to find the significant difference between two samples when the data does not meet the assumptions for using the t-test. It is often used in place of the t-test for independent groups when there is an extreme violation of the normality assumption or when the data are scaled at a level that is not appropriate for the t-test.

Result and analysis of data

Data obtained from the research is the value of Pre-Test of experimental class (Appendix 1), the value of Pre-Test of the control class (Appendix 1), the value of Post-Test of experimental class (Appendix 1), and the value of Post-Test of control class (Appendix 1). The results of the tabulation of the four data can be seen in the table. Based on the calculation of the average and standard deviation of student learning outcomes has gained an average of the results of an experimental study of a class of student, for the Pre-Test, the result is 25.44, and for the Post-Test the result is 27.79. While the average outcomes Control class student for Pre-Test is 24.60 aimed for Post-Test is 26.90. After that, the researcher has done the normality test on each of these data.

Normality test

Normality test was done by using the Shapiro-Wilk method with significance level α=0.005 (Table 3-8). The results of calculations of data normality test Pre-test and Post-Test control and experimental classes can be seen in the table below

Table 2. Normality Test of Pre-Test of Experimental Class

	Kolmogorov − Smirnov^a			**Shapiro-Wilk**		
Pre-test	Statistic	Df	Sig.	Statistic	Df	Sig
Experimental Class	.091	43	.200*	.981	43	.689

Data from Pre-test Experimental is typically distributed because the Shapiro-Wilk table shows the significance value (0.689)>α (0.05).

Table 3: Normality Test of Post-Test of Experimental Class

	Kolmogorov − Smirnov^a			**Shapiro-Wilk**		
Pre-test	Statistic	Df	Sig.	Statistic	Df	Sig
Experimental Class	.098	43	.200*	.981	43	.687

Data from Post-test Experimental normally distributed, because the data in the table show the value of the Shapiro-Wilk significance is (0.687) >α (0.05)

Table 4: Normality Test of Gain of Experimental Class

	Kolmogorov – Smirnov[a]			Shapiro-Wilk		
Pre-test	Statistic	Df	Sig.	Statistic	Df	Sig
Experimental Class	.175	43	.002	.924	43	.008

Data of the Gain from the experimental class shows that it is not normally distributed because the table above on Shapiro-Wilk show the significance is (0.008) <α (0.05)

Table 5: Normality Test of Post-Test of Control Class

	Kolmogorov – Smirnov[a]			Shapiro-Wilk		
Pre-test	Statistic	Df	Sig.	Statistic	Df	Sig
Experimental Class	.175	43	.002	.175	43	.008

Data of the Control Class's Pre-Test was not normally distributed, because, on the Shapiro-Wilk table, the value of significance is (0.008) <α (0.05).

Table 6: Normality Test of Post-Test of Control Class

	Kolmogorov – Smirnov[a]			Shapiro-Wilk		
Pre-test	Statistic	Df	Sig.	Statistic	Df	Sig
Experimental Class	.171	41	.004	.921	41	.007

Post-test data of the Control Class was not normally distributed, because the Shapiro-Wilk table shows that the value of the Significance is (0.007) <α (0.05).

Table 7: Normality Test of Post-Test of Control Class

	Kolmogorov – Smirnov[a]			Shapiro-Wilk		
Pre-test	Statistic	Df	Sig.	Statistic	Df	Sig
Experimental Class	.124	41	.113	.873	41	.000

The Gain data of the Control Class was not normally distributed, because the Shapiro-Wilk Table shows that the value of the Significance is (0.000) <α (0.05).

Gain Test (Improved Learning Outcomes)

The gain test has been conducted on the experimental class and the control class based on the Value of Pre-test and Pro-test that was obtained on each class. Based on the results of the calculation of Gain Test student (Table 9 & 10), the researcher has obtained an average score gain for the experimental class is 0.176, while the average gain for the control class is 0.137.

Gain value on each class proved as not normally distributed based on the results of Normality Test from Experimental and Control Class (Table 6 & 8), so the researcher must use the Mann-Whitney U test to test the hypothesis that had been developed previously. Below are the brief results of the Gain Test between each class:

Table 8: Control Class

Pre-Test	Post-Test	Gain
24.6098	26.902439	0.137073905

Table 9: Experimental Class

Pre-Test	Post-Test	Gain
25.44186047	27.79069767	0.176145279

Hypothesis Testing

Because it proved that the value of the gain of the students does not normally distribute, The researcher had to perform hypothesis testing by using the non-parametric Mann-Whitney U test Two-tailed test method. The result calculation Mann-Whitney U Test table can be seen below.

Table 10

Testing Methods	Gain
Mann-Whitney U	340.000
Wilcoxon W	1201.000
Z	-4.847
Asymp. Sig. (2-tailed)	Value p.000

Based on the calculation of Non-Parametric Mann-Whitney U test, the gain data between Experimental Class and Control Class show the value of Asymp Sig. (0.000) <Zα (0.05) and the Value of Z (4.847)> Zα (1.96). It means that there is a significant difference in vocabulary Improvement between Experimental Class and Control Class.

The data indicate that the Z value is in the area where Ho was rejected, where Z (4.847)> Zα (1.96). It means that the learning outcomes of the Experimental class are higher than Control Class. From this data, the researcher can conclude that The Method of Buildings Student's

Vocabulary achievement through reading the Newspaper has a positive impact on the learning outcomes of the students.

Answering the research question and hypotheses:

The researcher has made the following statement to answer the research question that has been formulated in chapter 1:

Is there a significant improvement in student's vocabulary achievement after using newspaper as teaching material?

Based on the result of the hypothesis testing analysis, the researcher can briefly answer that there is a significant improvement in the Experimental student's vocabulary achievement after using the newspaper as their teaching material than using conventional methods in control class.

The researcher also has made the following statement as proof in answering the three-Paired hypotheses in chapter 1:

1. Null hypothesis (H0): μexperimental class = μ control class

Based on the result of the data analysis in table 10, the researcher can conclude that the Null Hypothesis was rejected, and the Alternative Hypothesis is accepted, because there is a significant difference in student's vocabulary growth after using newspaper as a teaching material among class 10 student's of experimental class and controlled class in SMK 45, Lembang.

2. Null Hypothesis Null Hypothesis (H0): μexperimental class post-test = μ control class post-test

Based on the data analysis result, the researcher can state that there is a significant difference is in the post-test between the experimental group and control goup after using the newspaper as teaching material.

3. Null Hypothesis (H0): μGain of pre-test= μGain of post-tets

Based on the data analysis in the Gain test, the researcher can conclude that there is a significant difference between the averages of pre-test and post-test of the two classes.

Findings

After processing the data, and objectively observe the experimental class sample, the

The researcher found several points, namely:

1. Results in learning English, especially in the Vocabulary of the students who were learning Through reading newspaper in class X B Business Management, SMK 45 Lembang before being given treatment, have a Pre-Test value of 25.441, and after a given treatment, the average Post-Test of the students is 27.790, with a gain average (improved

Learning outcomes) at 0.17 (Height Category)

2. Results of the Control class on learning English, especially in the Vocabulary development of the students who were given conventional learning in the class XE business Management SMK 45 Lembang before being given treatment has an average score of Pre-Test 24.609, and after treated the average Post-Test of the Control Class is 26.902; with the gain average 0.13 (height category)

3. Learning outcomes in building Vocabulary trough Newspaper as a medium has a positive effect.

4. Student of SMK 45 Lembang has a reasonably extensive vocabulary, and meet the demands of the applicable curriculum.

Conclusion

The results of the data analysis based on the data that researcher gets from Pre-Test and Post-Test shown that there is an increase of the student's vocabulary achievement on Experimental class from Pre-Test value 25.441 to 27.790 in Post-Test value, with a gain average (improved learning outcome) at 0.17 (Height Category). Whereas the results of the Control class on learning English, especially in the Vocabulary development of students who were given conventional learning before getting treatment has an average score of Pre-Test 24.609, and after treated, as usual, the average Post-Test of the Control Class is 26.902; with the gain average 0.137 (height category). However, based on the Mann-Whitney U test, in comparing the gain of the two classes shown that there is a significant difference between the improvement of using a conventional or traditional method and using newspaper as their teaching material.

Therefore, based on the results of the data analysis and interpretation in table 10, in Answering the researcher questions that stated: "Is there a significant improvement in student's Vocabulary achievement after using newspaper as teaching material?"

The researcher can undoubtedly conclude that the Methods in Building Student's Vocabulary Achievement through Newspaper have a positive impact on class 10 SMK 45 Lembang is fit to use as a method to build vocabulary students in 10th-grade.

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